

work, a difficult subject in many ways, but worthy of the noblest philanthropic effort and of generous government aid. Those who live near him know him as the Southerner knew the negro, in a fixed condition, and often scout the idea of improving him as they would of improving a wild pony. But the West, like the South, may some day change their opinions. The "despised races" are "the rejected stones" of our civilization, but they will yet have their place. The success of educational work for Indians away from their homes depends so directly upon the conditions of life to which students return that hope for their future is justified only as these conditions shall be changed for the better, and that depends on the kind of agents that are appointed. More cruel and unjust to the Indians than any war or plunder of their supplies, is the prevention of their progress by the inefficiency or worse of many public agents who have been sent to care for them. While good Indian agents can be pointed out, it is hardly too much to state that the salaries paid are a prohibitory tariff on first-class men for those positions. Pardon me, sir, if I have gone beyond my province in the above statement. Our work here is only a commencement, where results are determined by remote conditions, of which I have ventured to speak. The civilization of the Indian awaits, I believe, a wise liberality and efficiency at Washington. There can be no true policy with the frequent change of officials in charge. Measures are useless without the right man to execute them, and the right men are practically denied the Indian.

Like the negro, the Indian is more ready for citizenship than we have supposed. Hopeless of the measures that are needed to give the red man a chance to *grow* into citizenship, I believe in granting him the right to vote at once; thus compelling measures at the point of necessity or danger that the dictates of reason and justice have failed to secure.

I find that I have failed to refer to the productions of our Indians workshops. The following-named articles have already been made or are in process of manufacture for the Indian department, about half of them having already been shipped to the agencies:

- 75 sets double plow harness.
- 265 dozen tin coffee boilers.
- 350 dozen tin cups.
- 2,000 pairs men's brogan shoes.

Prices paid us have been according to the lowest contract prices of last year for the same articles, which have not covered cost of material, of making, boxing, and freights to the New York depot. On this basis students cannot be taught all they need to learn, *i. e.*, the entire process of making shoes by hand. Competing with the largest manufacturers, we must use some machinery, and although six processes are done by hand (making a better shoe), it is impossible to make the article in a way to give the apprentice the best instruction. The quality of our shoes has been declared by Boston experts to be fully up to the market standard. I would recommend that the products of our Indian workshops, so far as available for the public service be taken at actual cost, including material, superintendence, and labor, fuel, and freights, not including wear and tear, insurance and repairs.

I would also recommend a special allowance, say 25 cents a day for a working day of ten hours, for each apprentice who does his duty, one-half to be retained for the purchase of tools, &c., on his return, and to help him along in the sudden descent to his home life, the other half to be expended by him for personal needs; thus teaching him or her the use of money. This to be due after the first six months or a year. We have already made such an allowance with the best results.

I am, sir, very respectfully, your obedient servant,

Š. C. ARMSTRONG,
Principal.

The COMMISSIONER OF INDIAN AFFAIRS.

TRAINING SCHOOL FOR INDIAN YOUTH,
Forest Grove, Oreg., September 14, 1882.

SIR: I have the honor to submit my annual report. At last it would seem that the government has hit upon a plan for the education and civilization of the Indians, promising the highest results. Theories respecting it have been as numerous as the brains that have interested themselves in it. Prizes have been offered for best essays on Indian education, but from past results one would quite naturally conclude that the question had been "how not to do it." Now, it must appear that the question should be, not to give prizes for best theories, but to find men to go and do it and then back them with all the strength of the government in their labors. Isn't it about time to bury that historical omnipresent "Indian who graduated at Yale with dis-

tinguished honors and returned to his people and relapsed into tenfold heathenism," and who is paraded as the only result of the labor of our government for the last two hundred years in educating and civilizing the Indian?

WORK ACCOMPLISHED.

As indicated in my last year's report, I obtained the ten children allowed from the Umatillas, and they have done exceedingly well during the ten months of their stay in the school. The least promising at first are now among our best workers on the farm and in the school-rooms. The Umatilla Indians, generally, seem greatly encouraged by their letters and the advancement they have made.

Tabulation of school.—Chehalis 6, Alaskans 12, Nisquallies 3, Oyster Bay 2, Pitt River 2, Piute 1, Puyallup 22, Spokanes 18, Snohomish 1, Umatillas 10, Warm Springs 2, Wascos 12, a total of 91; 54 boys, 37 girls.

BLACKSMITHING.

The apprentices in the blacksmith's shop, seven in number, have, according to their instructor's report, made commendable progress in their craft, and have won friends, particularly in the farming community, by their uniformly pleasant manners, as well as by their good work. The receipts of this shop are as follows:

Cash received for labor for regular and transient customers from July 1, 1881, to June 30, 1882.....	\$1,038 32
Amount stock on hand.....	50 00
Amount as credit to shop.....	\$1,088 32
Amount paid for stock same period.....	547 08
Amount to credit of shop.....	\$541 24

SHOEMAKING.

The shoe-shop is also located centrally in the town. The apprentices, eight (8) in number, have done good work, and are commended by their instructor for obedience and industry. The receipts are as follows:

Cash received for labor from March 1, to August 31, 1882.....	\$133 95
Amount of work for school, shoes made and repaired.....	212 21
Value of tools on hand, bought during that time.....	10 45
Value of stock on hand, bought during that time.....	44 00
Amount as credit to shop.....	\$400 61
Amount paid for stock, same period.....	169 56
Amount to credit of shop.....	\$231 05

CARPENTERING.

In this department let me condense the work of the last two months, as an unanswerable argument as to what Indian boys can accomplish when inspired by the thought that they are working for their people. They have put up additions to both dormitories, 32 by 32, 24 feet high, 2½ stories. Upon the girl's dormitory a sick ward, double walled, 25 by 36, 12 feet high; an addition to the kitchen 14 by 28, 12 feet in height. These additions to the girl's buildings are substantially finished, being clapboarded and painted. These repairs include two bay windows and four dormer windows. They have also in this time made seven bedsteads. Thirteen boys have done this work, under direction of the carpenter.

FARMING.

In referring to work accomplished upon the farm, I anticipate somewhat the next year's report. In April I was authorized to employ a farmer (please see remarks in reference to the farm) and rent his farm of 45 acres. The work has been done entirely by ten boys, under supervision of the farmer, and his report, which follows, will give the total amount of supplies already received and estimated, viz:

Supplies.	Acres.	Totals.
Onions.....	$\frac{1}{2}$	5 bushels & 300 dozen, table.
Beans.....	$2\frac{1}{2}$	96 bushels.
Potatoes.....	7	340 bushels early potatoes; did not do well, owing to drought.
Cabbage.....	$1\frac{1}{2}$	120 dozen.
Apples.....	2	150 bushels.
Plums.....		6 bushels.
Pears.....		20 bushels.
Pasture.....	$14\frac{3}{4}$	
Peas.....	2	56 bushels.
Beets.....	3	153 bushels.
Turnips.....	$3\frac{1}{2}$	154 bushels.
Corn.....	3	1,272 dozen ears, table.
Hay.....	6	10 tons (estimated).
Tomatoes.....	$1\frac{1}{8}$	10 bushels.

In addition to the work done in the shops, the boys have run a sewer 750 feet long at an average of $4\frac{1}{2}$ feet deep, and have sawed fifty cords of wood for winter use, besides working in the surrounding harvest fields. The local press of the country notes the fact that without the help of the boys of the Indian school some of the farmers of this section would have had great trouble in harvesting their crops. One paper has raised its warning cry for the protection of white labor against Indian. The boys have worked side by side with the white man, earned the same wages, and, as has been stated, won the credit of working harder than the average white young man, and this in a section of country where it has always been claimed the Indian would not work. Justice and truth demand this statement, even though it may appear rose-colored and may be considered injudicious. Certainly I am justified in giving the testimony of those for whom they have worked.

GIRLS' DEPARTMENT.

The girls have manufactured all their own garments and the boys' underclothing and undress uniforms, in all 1,118 articles, including sheets, pillow-cases, and towels. A large class of the younger girls is instructed in mending and repairing the worn garments of both boys and girls. The order and neatness of their kitchen, laundry, dining, and living and sleeping room, must be seen to be appreciated. They tell their own story of what the girls can do when faithfully instructed and properly encouraged.

In the direction of the proper education of the Indian woman lies the hope of this and kindred schools, and without success here the whole effort must fail. Certainly, without any desire to disparage the work on the reservations by many thorough, conscientious, and competent Indian agents, still the fact, as they must and do admit, remains that it is impossible upon the reservation to cultivate the moral sentiment and purity of life, and so lay the foundation for the true home. Said an enthusiastic Indian agent before a large audience at The Dalles, Oreg., during a visit of a delegation of boys and girls from this school to that place: "You see these young ladies and gentlemen; it is impossible for us to make them such on the reservation in daily contact with their people. I was glad to send children to Forest Grove, and shall be glad to send more."

Here let me note a most encouraging feature which may put to rest the fear expressed by many, that being educated to habits of neatness and order, they are being educated away from their people; on the other hand the fact is, there is being developed in them here, especially in the girls, a tender regard and solicitude for their people, and they show themselves to be aware of the cause so largely of the degradation of their race, viz, the *want of virtue*.

SCHOOL ROOM.

With the exception of grammar, which has been dropped and Swinton's Language Lessons substituted, the course of instruction is much the same as in our common schools. An army officer of high rank, distinguished for his literary attainments, and deeply interested in the success of our common-school system, after a thorough examination of the school, a few days since, said that it was one of the most satisfactory ones that he had ever made; that he had proceeded in the same manner that he would in examining a public school.

EMPLOYÉS.

Have had no little trouble to obtain suitable employés, securing those who are compe-

tent for the meager sum I am able to pay, with the small appropriation made the school; for instance, have secured a man who is a practical house-builder, and carpenter, a good wagon-maker, a fair disciplinarian, and one whose heart is in the work, for \$1,050 per annum; so the government gets disciplinarian, carpenter, and wagon-maker for \$87.56 per month. My blacksmith, at a salary of \$900 per annum, furnishes one set tools, his blacksmith and wagon shops, and his entire services for \$75 per month. My shoemaker rents his shop and gives his entire time at \$50 per month. The farmer, for \$75 a month, rents 45 acres good land, furnishes team, farming implements, and his own time. The physician has, up to this time, given his services and furnished medicine in part for the school for the pittance of \$25 per month, and other employés are as reasonably compensated for faithful service.

HEALTH OF SCHOOL.

This continues to be remarkably good. It has been said that "to educate an Indian is to sign his death warrant." An intelligent care as to the proper division of work, study, and play, and thorough ventilation of sleeping, living, and school rooms, proper food, with milk—no tea or coffee—seasonable clothing, cleanliness, and regularity of habits, as the proof is, signs no "death warrants," but clearly establishes the fact that a proper education of the Indian means life, not death. Since the incorporation of this school but one death has occurred in it. This remarkable sanitary showing has been most gratifying to us, and has done much to reconcile the Indians to separation from their children, and may be accounted for, in part, by the fact that no violent climatic changes have been necessary in bringing the children to Forest Grove from some of their homes, although the majority are from Alaska and east of the Cascade range, and are natives of cold and dry climates.

SUGGESTIONS.

A farm is one of the most urgent requirements of this school; one reasonably stocked and managed upon strong common-sense principles would, in a short time, help largely to make this school self-supporting, beside affording the absolutely necessary training in agriculture to the boys, and the practical education of the girls in their duties as farmers' wives.

The land, 4 acres, upon which the school buildings stand belongs to the Pacific University; it can be purchased for \$375. Certainly it should be paid for. I have recommended this for three years.

Respectfully submitted.

M. C. WILKINSON,

First Lieutenant Third Infantry, in Charge of School.

The COMMISSIONER OF INDIAN AFFAIRS.